

ISSUES & EVENTS

February 18, 1971

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Board of Governors

Statement

At the February 11 meeting of the Board of Governors, Chairman C.A. Duff made the following statement:

"We are meeting on the anniversary of a very sad day in the history of this University. While the harm that was done is now, I truly believe, a matter of history, I feel compelled to say something today about certain actions and attitudes that have recently damaged the good name of Sir George Williams.

"At our last meeting I outlined the substantial progress the University made in 1970. Yet on that occasion I also drew attention to the bad impression of the University that certain public meetings were causing, and appealed for the courteous treatment in future of our guests.



"Shortly afterwards I was deeply shocked to hear of the reception accorded to the Minister of Justice when he was invited to speak here by the Arts Students' Association. This shock was shared by a large number of our fellow citizens who learnt of the meeting through newspaper and television reports. They did not, of course, realize that many of the most ill-mannered individuals were not from Sir George, but this is only a minor aspect of the situation. Since the meeting was held here under the sponsorship of a University association, the impression was created that we are a bunch of hoodlums -- unable to control ourselves and essentially disruptive.

"This is clearly not true of the vast majority of our students. In both the day and evening divisions we have a large number of reasonable, thoughtful and hard-working students. Their future can well be adversely affected by shenanigans of this sort.

"The larger part of the funds required to run this University are furnished by the provincial government, they are the tax-payers' money, and the welfare of every member of the University can be affected by the impression created of the quality of Sir George Williams as an institution of higher education.

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Cybernetics & education: don't be scared

Gary Boyd

The term 'educational cybernetics' is not one which has found much currency in English, whereas the French and German terms: *pédagogie-cybernétique*, *Kybernetische Pädagogik*, have been vigorously promulgated by Georges Boulanger of Brussels, and Helmar Frank of Berlin. This is not to say that major contributions have not been made by English speaking workers, quite the contrary, Gordon Pask in England and Lawrence Stolurow of Harvard and Richard Atkinson of Stanford are examples of major contributors to the field. But the latter two would be more apt to call themselves mathematical psychologists rather than cyberneticists. The general term 'educational cybernetics' is frequently replaced by more specific terms: teacher-learner simulation systems research, or 'computer aided instruction - CAI' or 'computer managed instruction' etc. - all these things can be sub-summed under the title 'educational cybernetics'.

Helmar Frank defines educational cybernetics as the field developing from whatever is common to education and to cybernetics. I am inclined to define education as whatever processes help to develop personal identity (or Character) together with whatever processes equip the individual to promulgate his identity. (His incidentally, is a word I've coined to mean he or she indifferently) This definition of education is not perhaps an obvious one, it involves two major processes: i) inducing people to become committed to, or fall in love

with, activities which are complementary to, and which are natural extensions of, their basic personality; ii) helping people learn to use knowledge and other tools to further their 'loves'. Education is deeply involved with Art and with Science; with Art because Art develops and focusses the desire to survive, with Science because that provides the means to survival, and the tools to make Art.



This definition of education leaves open many questions regarding 'educational institutions', but for the moment I shall go on to talk about Cybernetics.

The modern science of cybernetics was founded by Norbert Wiener, who defined it as the study of communication and control in man, animals and machines. The central questions are, to put it rather crudely: How do brains work? and how can we build other kinds (social, political, electronic, biochemical, fluidic, etc.) of control systems which will work at least as intelligently as brains do? In the past thirty-odd years some important answers to these questions have been synthesized, but there remains a good century of work to be done yet.

Both of the basic cybernetic questions impinge on education. If you wish to help people learn something it may be useful to know how brains work. If you wish to set up communications networks, and administrative systems to provide learning opportunities, it is useful to know something about sophisticated control systems. These are the areas where overlap occurs between education and cybernetics, forming the field of educational cybernetics.

Having indicated an area of activity is not enough if what one wants to do is demonstrate its importance. Why is educational cybernetics important, if it is? that is the question which I am really addressing in this paper. Educational cybernetics is important first of all because it is to be feared. (is not that the characteristic reaction of the majority to anything powerful; the characteristic reaction of the lazy to anything which might require adaption?)

Secondly, educational cybernetics is something to pin one's hopes on (the characteristic reaction of the frustrated to novel knowledge!)

Educational cybernetics is to be feared because it can be used to help educational institutions do more effectively what they are doing now. Educational cybernetics provides cause for hope in that it may make possible education of very high quality for everyone who wants it without need of resorting to institutions as we know them today at all.

If one performs even a crude analysis of the control systems involved in today's public educational institutions some striking peculiarities are found. The first is that education as I've defined it above does not seem to be what these control systems are 'for' at all.

Of course there are thousands of teachers, professors, librarians and others in educational institutions who are devoted to teaching basic knowledge and fostering what Maslow calls self-actualisation; but, by and large, if one looks at the control and communications aspects of these institutions one finds that other functions are paramount.

At the lowest level of control - that of passive physical control structures, we find that the 'learners' are confined together in groups, well away from all the vital activities of society, confined by

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Letters

creative writing, union catalogue

I teach writing. Perhaps I should say: "I" ... "teach" ... "writing", and I went to a "writing" ... "school" and I hold a "writing" ... "degree". I think the letters of Professor Ram and Mr. Sheldon have, collectively, confused a great many people, and this confusion could possibly be damaging to the "writing programme" in this university.

Professor Ram's proposals are technocratic. They clearly imply that writers can be created. There is something Brave New World-ish about this, as though a drop of this or a drop of that somewhere on the assembly line will turn out a "juvenile" writer or a script-writer, and that a full dose of all medicine from all the bottles will create some kind of master-writer. Michael Sheldon has seized this implication, but his scorn is somewhat aristocratic. One is, or isn't, after all (a writer, that is). Get a job and go do it (writing, he means). Mr. Sheldon has done just that, and I respect him for it. But his objections are very old ones ("Can you really teach writing?"), and they do not speak to the realities of a "writing class".

No. No one can "teach" ... "writing".

Yes, the "student" must have "talent".

But this is circular. It is also obvious. The writer when he "teaches" is still a "writer" -- just as a painter or a musician is still an artist, even with his students. (I take it that Mr. Sheldon would not object to the tradition-blessed rôle of the apprentice in those other art forms). He is, however, more attentive to his students, to form, to meaning, to style, to simple *communication*, than he would be alone. Not all artists make good teachers, nor do they all make good critics, and yes even a good writer can "warp the development" of a student if he functions merely as an unattached, unconcerned, unresponsive, isolated "writer".

Surely the point is this: a young person with interest in writing should have the opportunity between the ages of 18 and 22 to find out if he "can write". If he really *likes* to write. A well-designed course which uses the work of the students and allows them to criticize it, and which then allows a practicing writer (the quality of his work must be felt by the students) to give practical *and* theoretical commentary, has a place in this university. Let it be understood that I am talking only about serious writing, that writing which approaches most closely the integrity and character of the writer. Any greater -- or lesser -- claim should be left to the back pages of the glossy magazines.

Clarke Blaise
Asst. Prof., English

In his letter in the February 11th *Issues & Events*, Michael Sheldon states a personal opinion as a law of nature, "To begin with, serious writing is not a teachable subject." It is not a law of nature. And it is not my opinion.

My opinion is that writing *can* be taught, *is being* taught, and *has been* taught for a good many hundreds of years. Sometimes it has been taught formally, but most times it has been taught informally. It has been taught well and badly. But it

has been taught. Mr. Sheldon's letter smacks of the old nonsense that the writer is a "natural," a being touched by God, a phenomenon springing full-born from the head of Zeus, or somesuch. But this is not true.

A would-be writer learns his art (and craft, for all arts employ craft) from a single master or, more likely, a series of masters. He may discover his master through reading, and when he has found him, imitate him until either he transcends that master, or discovers all he can do is continue to imitate for a lifetime.

Even at that, having found his master, he needs advice. Writing is a lonely job. There is no audience to applaud or boo, as there is with the actor, the singer, the pianist. There is no audience he can mingle with, unnoticed, in the gallery, as there is with the painter. He has to find other writers who will read his work, criticize it, praise it, open up its possibilities to its creator -- this becomes his audience, his sounding board. This group of his peers keeps him going.

He may find the group in Paris, in Greenwich Village, in the Bistro in Montreal, or wherever. But he must find at least one other informed person. Why can't he find that person, or that group of persons, in a seminar room, then? Does Mr. Sheldon mean to say that creativity ends at the main doors of the Hall Building (or any other building of any other university)? If so, we must abandon our Fine Arts Department, close the conservatories, board up the painting studios, and send the opera coaches off to pick cucumbers. But of course he is wrong.

A novice writer can be helped by his senior and by his fellows. He can get an audience for his work, one that is generally intelligent and sympathetic, one a good deal more capable of offering him sound criticism than his parents or his girlfriend can hope to offer him. In fact, he can get a wide selection of criticism which allows him to pick and choose or reject it altogether, if he firmly believes he is right.

He may not be lucky enough to find an Ezra Pound, a Maxwell Perkins, an Edward Garnett or a George Pierce Baker (Baker, by the way, taught for years at Yale, and Eugene O'Neill and Thomas Wolfe were among his many students of writing). But how many students ever find, in any field, a teacher of genius? But he still can find sound advice. He still can learn how to handle his dialogue better, how to foreshadow the crises in his stories, how to inject exposition into his plots, how to handle a transition. And these are all elements of craft -- elements that enhance the writer's innate gift and which, combined with that gift, create art.

Perhaps it would be better to have Sir George rent out the back room of a good bar for its writing classes -- the alcohol might make the criticism less gentle and closer to the bone. But until then, the seminar rooms will have to do. And they are far, far better than nothing at all.

Although I agree with Mr. Sheldon that the assembly-line techniques for creating a writer which Professor Ram expressed in the February 4 *Issues & Events* leave

a great deal to be desired, and are more likely to turn out technicians than artists, I feel sure on the basis of my own experience and that of many friends who earn all or a part of their living as novelists, poets, etc., that Mr. Sheldon is equally wrong -- perhaps more so. And the fact that he uses the early advice of "a very wise literary agent" who once was his mentor to some degree, to support his argument suggests that in his time Mr. Sheldon, too, has sought out a writing teacher.

Malcolm Foster
Assoc. Prof., English

In your last issue you published the cogent and well-argued proposal of Professor Donald Ginter for a computerised general Union Catalogue of all books held and acquired in Montreal's university libraries. Professor Ginter's suggestions are well-put, and the implications of such a project are manifest, as is the evident necessity for beginning work at once upon it.

It would however be incorrect to assume that no work in this area has yet been done, and I would like to describe here a project already well beyond the "casual discussion" stage mentioned by Professor Ginter, the putting together of a physical-card shelf-list union catalogue of all historical books in the city of Montreal. Under the auspices of the *Centre inter-universitaire d'Etudes européennes / Inter-University Centre for European Studies* something "concrete", if far less ambitious than Professor Ginter's proposal, has indeed emerged: the historical shelf-list union catalogue is one of the Inter-University Centre's most important projects, and one which created important support within the universities of Montreal for the Centre in the early stages of its development last year.

The Inter-University Centre (which will coordinate graduate teaching in European history among Montreal's four universities, support group and individual historical research, and develop a documentation centre) early realised and argued for the necessity to coordinate library purchasing in European history within the city. Indeed, it has seen as one of its functions the facilitation of cooperative library acquisition policies and, where necessary and possible, of joint acquisitions of expensive items and collections which would be used by students and scholars from all universities in Montreal. It soon became clear to the scholars working with the Centre that relatively simple decisions assigning different areas of specialisation to the city's libraries could, given an efficient inter-library loan machinery, result in savings (through the elimination of unnecessary duplication) on the order of 2-300%, with a resulting augmentation of the city's general library holdings.

Obviously, however, before such cooperation and coordination can become meaningful, we have first to know with precision the holdings of each of the city's major libraries. For this reason, the Inter-University Centre, with the financial cooperation of Sir George Williams University, last summer sponsored a full-time research assistant to make a detailed analysis of the feasibility of the union catalogue concept. Working closely with our own library staff, and with other university librarians, the Centre's researcher developed a series of alternative approaches to the union catalogue problem, from a simple physical-card catalogue, to a full-scale, all-inclusive computerised union catalogue (it is gratifying to note that Professor Ginter in his proposal made excellent use of this Centre study). What emerged at the end of this study, in September, was the realisation that while a general

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"The University is the right place for the exchange of ideas, and for debate, and for the airing of controversial issues. This can well become heated at times. Individual members have the right to express their opinions, providing they do so within the structure of the meeting. It is not a question of accepting the opinions of our guests, only of treating them with the courtesy that they and the other members of the audience have the right to expect. Epithets are not the calibre of argument a university audience should provide.

"In other words, we cannot permit a handful of ill-mannered extremists, whether they come from inside or outside the University, to damage the reputation of a community of 20,000 people, and thereby hamper its proper development. Should such a situation continue, the Board must consider carefully what steps it will take to put an end to this infringement of the rights of the vast majority of those who study, teach and work at Sir George Williams."

Allan Bronfman suggested that a copy of the Chairman's remarks be sent to the Minister of Justice. Wayne Gray and Paul Zimmerman asked what was being done about the individual who attempted to assault the Minister, and who had also been involved in two assault charges. They were informed that action is being taken.

It was reported that the Associates held a successful inaugural meeting on February 3 with about 100 guests in attendance. Membership of the Associates now stands at 158. E. Glyde Gregory, Chairman of the Board of Ayerst Laboratories, was appointed President; Zotique Lespérance, Vice-President and Assistant to the President, Molson's Brewery Quebec Ltd, was appointed Vice-President. Ted Lande reported that the Alumni Association has so far received 895 membership contributions totalling \$12,314.

The Board approved a change in the by-laws to replace the present membership on the SGWU Board of the president and secretary of the YMCA with any two members of the YMCA Board of Directors.

It was announced that the University Council on Student Life will probably consider next week a plan to set up a University Committee on Student Employment under its auspices.

Stuart Stuart submitted a copy of amendments to the Students' Association constitution. This was referred for study to an ad hoc committee of the Board.

announcement

Jack Bordan, Vice-Principal, Academic, announces that the administrative title of Professor J.W. Whitelaw is being changed from Coordinator of Academic Planning to Associate Vice-Principal, Academic Planning effective immediately.

In his present capacity, Professor Whitelaw serves as the University representative on several inter-university and other external bodies. His new title is designed to match more closely the titles of the representatives of other universities on such bodies. It will be rendered in French as Vice-recteur associé, planification de l'enseignement.

Professor Whitelaw's functions will not change, and he will continue to coordinate academic planning as a member of the administrative staff reporting to the Vice-Principal, Academic.

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Quebec: English voting and the future

Harold Angell

An important aspect of the 1970 election is the pattern of voting among English-speaking people, in Montreal and out in the province where they form a substantial minority. Premier Bertrand summed it up, without showing any bitterness, on a TV interview on April 29, when he confessed English-speaking voters in his own riding of Missisquoi had withdrawn their support from the Union Nationale.

In Montreal, the U.N. was defeated because its support went to the Liberals and to the Parti Québécois. Outside Montreal, its support went to the PQ and the Cr ditistes, with the result that the Liberals won on both fronts. In all ridings with a substantial English-speaking minority, the U.N. could usually count on a sizable chunk of that vote. In 1970, it lost it both in the Eastern Townships and the Ottawa Valley region. Never in recent history was the English speaking vote so "monolithic", and the reason is simple: there was only one party -- the Liberals -- to vote for that could give the English-speaking Canadians the substantial guarantees they asked for in return for their support.

While the U.N. has never been too popular with the non-French voters, except in rural English Quebec, it did get at least a minimum support, often just enough to keep Liberals at bay. In fact, Mr. Bertrand's attitude in Ottawa always appeared more conciliatory than Mr. Lesage's, whose notorious "demands" were more than just an error of translation.

Since 1966 however, the U.N. had done all it could to alienate that vote, though not so much by its stand at federal-provincial conferences, which was not all that different from the position taken by the Liberals prior to 1966. At the same time, while the U.N. was pushing constitutional ambivalence to an art resembling that of skating on thin ice, the Parti Qu b cois was looming as a growing threat, and on the eve of the election, surveys indicated that the PQ could well become the opposition. These two factors combined left the non-French voters little choice, and their reaction was to pool all their resources behind one party. For the first time, the non-French voted along cultural and ethnic lines, much like the PQ voters.

There is no reason to believe, quite the contrary, that this polarization will slacken with time, and the presence of a strong Liberal majority in Quebec for the next four years will have little effect on it unless Mr. Bourassa's team can dream up one vast, global solution to satisfy all Canadians across the country during the Premier's first mandate; this is unlikely. Indeed, Mr. Bourassa's huge majority, notwithstanding the fact it has been artificially blown up by an unfair

voting system, will be challenged by another party - the Parti Qu b cois, whose real political basis has also been artificially reduced once its votes were translated into percentage of seats.

While I think Mr. Bourassa will do his best to ensure non-French voters the basic guarantees they felt the U.N. would not grant them, it is well to remember



that, inversely, without the French vote, the Liberal party would have never been elected at all. This is a truism of the worst kind, but it shows that Mr. Bourassa is bound to the narrow limitations of his mandate, and whatever may be his personal convictions, he will, as others before him, search for solutions of compromise not expected of a premier with so strong a majority.

In any country or province where cultural diversity is so pronounced, there always exists a "power gap", so to speak, between the victor's numerical majority, and his political majority. They seldom coincide, especially in times of crisis, and no one will deny Quebec's crisis is far from resolved. Mr. Bourassa will thus be subjected to the pressures of the opposition, including a small group of PQ members who nevertheless represent, in statistical terms, 23 per cent of the total population, and in sheer political terms, close to a third of the French speaking population.

I doubt whether there will be a coalition in this Legislature, but there is no doubt that the U.N., with its 17 members, the Cr ditistes with their 12 members and the PQ with its seven members will be inclined to aim in a common effort at proving that Mr. Bourassa's party has become a "lobby" supported by St. James Street, dedicated to the preservation of unjustified privileges, those of the English-speaking and those of the French-speaking who are wealthy enough to assimilate totally to the interest, if not to the culture, of the latter.

The above is an excerpt from Prof. Angell's lecture on Quebec Politics during the "Quiet Revolution", delivered recently at a meeting of the Political Science Society. He is chairman-elect of Political Science.

Development fund underway

Sir George Williams University this week begins the first phase of a Development Fund program designed principally to meet the cost of properties it has been acquiring in downtown Montreal. The Fund's \$763,000 objective for 1971 will also provide money for a number of other projects for which provincial government grants are not available.

Voluntary leadership for the Development Fund has been recruited largely from among the University's own Board of Governors and the Advisory Board. Serving as Fund Chairman is C. Alex Duff, Vice-President and Managing Director, Henry Birks and Sons (Montreal) Ltd., who is chairman of the University's Board of Governors.

Divisional chairmen are: corporations - T.D. Lewis, Vice-President, Securities, Bank of Montreal, and J.K. Finlayson, Vice-President and Chief General Manager, Royal Bank of Canada; personal gifts - C.F. Carsley, Chairman, Canada Vinegars Ltd.; alumni - T. Lande, President, Family Finance Corporation; University - Prof. C.C. Potter.

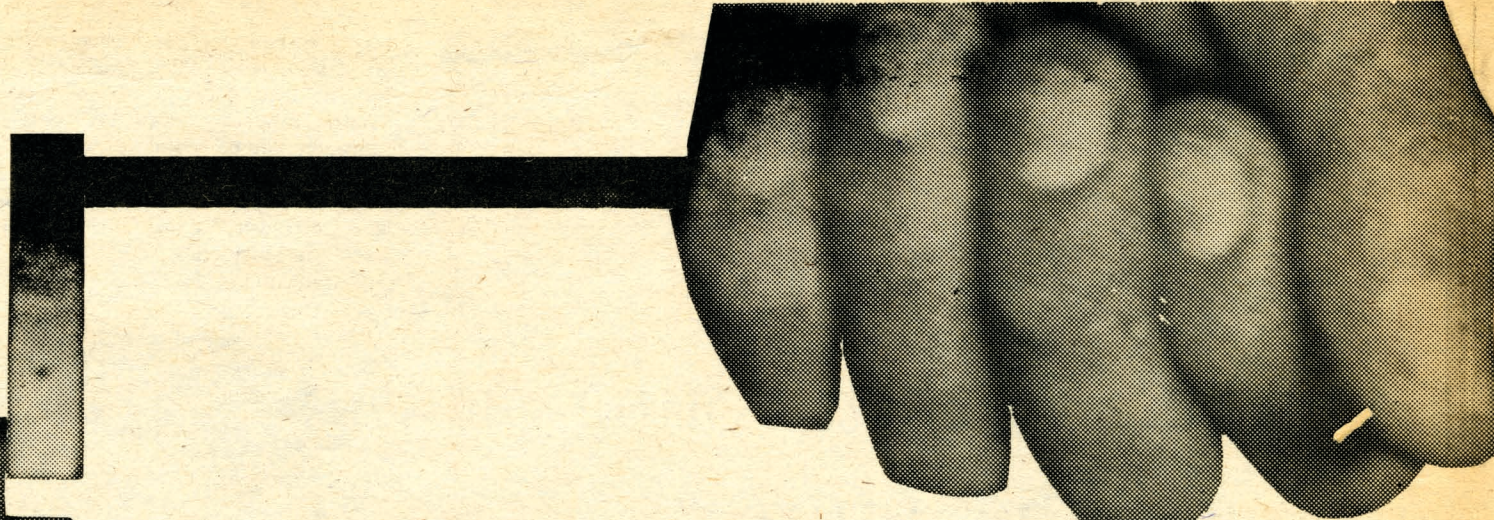
An official announcement prepared for distribution to potential donors under the heading "To Meet the Needs of the Seventies", states: "Through the Fund the University seeks to alleviate pressing space needs and prepare for the future by purchasing land and buildings in its immediate vicinity; to sustain its academic advance; and to serve more efficiently both its own students and the community at large".

This year Sir George has 5,700 day students and 12,500 evening students, representing a fifty per cent increase over the enrolment the University had at the time it undertook its last major capital expansion campaign in 1964.

To alleviate overcrowding, premises have been rented in the neighbourhood, with financial aid from the Quebec government. Also, a number of buildings on Mackay and Bishop Streets have been acquired by the University, without government assistance. Several of these premises now house academic departments and administrative services. In addition, such purchases are an essential requirement for future major capital expansion.

To complete the financing of its property acquisition program, the University requires an additional \$1,487,500, of which \$463,000 is being sought from corporate donors in the present phase of the Development Fund.

Alumni and other friends of the University are also being canvassed on behalf of the Development Fund projects which include: graduate fellowships, \$51,000; support of research, \$90,000; purchase of books, works of art and films, \$30,000; improvement of University services, \$52,000; and student bursaries, \$75,000.



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masonry and glass and steel; aided by simple symbolic control messages over certain orifices such as; "UP, DOWN, BOYS, STAFF, GIRLS" etc. At a rather higher level of communication and control, if we consider that the telephone is the basic instrument for information exchange and control in our society then we would expect to find our groups of learners equipped with telephones. They are, after a fashion; there is usually a telephone in each classroom which connects only with the principal's office.

Apparently the basic control objective served by the architecture and some of the hardware in educational institutions is that of isolating learners and teachers (what other professional paid over \$10,000 a year doesn't rate a telephone?) from the rest of society. Another aspect of educational cybernetics is that which deals with the learning processes themselves, perhaps these isolation controllers somehow facilitate learning? Some learning activities are communication processes and these should benefit from the exclusion of noise, and this requires isolation. On the other hand the sources of information, and the materials available for experimentation within any given classroom are very limited, and there is a basic cybernetic principle, the principle of requisite variety (enunciated by Ross Ashby) which leads to the conclusion that if we wish to reduce the quantity of wrong and useless behavior students generate, we must supply a very large variety of information to the students. The provision of resource centres in schools is a step in this direction, as yet but a faltering one.

It is impossible for one teacher to provide the requisite variety to optimise individual learning experiences for twenty or thirty children at once. Grouping, and monitors help, but the basic strategy usually employed is to set up an activity for all which is of obvious value to some, and then by various means encourage the rest to prostitute themselves by pretending to find the activity valuable. It is not enough to merely carry out an activity, you must convince yourself it is worthwhile, and smile spontaneously! All together now! Yet it is this very kind of self-compromise that we fear *machine systems* will force people to engage in. It is a well-grounded fear, in the sense that industrial society has been built on peoples' willingness to prostitute themselves and to worship idols such as trust funds and Cadillacs. It is not well-grounded in the sense that the introduction of television, telephones, and computer terminals into formal education should very greatly reduce the need for people to engage in activities which don't directly contribute to their growth. Educational cybernetics is to be feared because it can be used to make educational institutions more effective in teaching the fine art of self-compromise and encouraging acceptance of the prevailing idolatries. Moreover management cybernetics can be used to reduce the cost and increase the efficiency of schools as custodial institutions. All this is very much to be feared as it follows by mere extrapolation, given the almost intrinsic weaknesses of man and present day society.

How is there any cause for hope? There

is cause for hope because the extension of the communication networks of society to reach learners at home, at work, and in schools and colleges, at least will make possible more real dialogues (perhaps of the Buber I-Thou sort, perhaps of the sort Tillich favours leading to 'demythologisation') to occur for many who would otherwise be trapped in community mores.

The real advantages of wealth are two as I see it: you can choose people you really want to interact with, and you can choose the things and tools you really want to work with in such a way that they complement your own basic nature. These are advantages which cybernetically designed educational systems might bring to every child.

Educational cybernetics is both to be feared and to be looked forward to in hope, as it is the science which is beginning to be used to produce our successors. The principal mode of human evolution today is through education.

Some human characteristics I am not inclined to worry about are either aggressiveness or territoriality, but some others, our proclivities for raising idols, and for playing unworthy roles, for example, are incompatible with indefinitely protracted human survival.

And as the object of THE game is to go on playing it, these human characteristics will disappear one way or another. Perhaps it will be less bloody, more fruitful, if we systematically produce our successors (symbiotic combinations of

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our children and cybernetic ideas) than if we let other forms of natural selection do this job. If life is to survive and develop indefinitely it must possess a variety of strategies adequate to counteract the almost infinite assortment of countervailing entropic tendencies within and without.

Variety is vital for all life, and to mankind in particular. This law of requisite variety is, as I see it, the justification for the cultivation of individuals in all their diversity and peculiarity, when from a common sense point of view the short term needs of the state, or the community, so often seem to call for regimentation.

The application of cybernetics to education can contribute to the multiplication of variety, just as easily as to the replication of tyrannous uniformities; it is very much a two-edged sword. If many people were to become aware of this, and in particular if the people whose shrine is Summerhill, the people who flee the tyrannous land of the family to follow R.D. Laing on pilgrimages in search of the bird of paradise, if these people were to grasp the *positive* implications of the science of educational cybernetics perhaps there would really be some cause to rejoice.

The above is the text of Gary Boyd's lecture entitled "Educational Cybernetics" delivered yesterday as part of the public lecture series on education. Prof. Boyd is assistant director (Research) of the Centre for Instructional Technology.

Low cost housing innovation

The largest panelized building research model ever constructed is now going up at Sir George.

The model, a half-scale four story structure, will be used by SGWU's System Building Centre in its search for cheaper and faster systems of construction.

Director of the Centre is Dr. P.P. Fazio, associate professor of civil engineering. He sees the panelized building

systems project developing innovations which could have a direct effect on the Quebec economy.

Panelization is the construction of buildings using structural panels connected together directly, fully self-supporting without requiring a structural skeleton. The System Building Centre is determining the performance of such buildings under expected environmental conditions, understanding the stress flow in the elements and connections, and developing optimum panels and connection systems. The problems have been identified and solutions will now be proposed and verified on the research model.

Because of the demand for low cost housing, industry has strongly supported the SGWU panelization research since 1967. Today there is an even closer liaison between engineers in industry and the Faculty of Engineering at Sir George because of some 180 practising engineers in the Master of Engineering program.

The inter-disciplinary System Building Centre is staffed by various engineering faculty members as well as five graduate students working on their doctorates. A socio-economic study on panelized building systems is scheduled to begin in May, and a symposium is being organized for 1972.



letters continued

computerised project was clearly the optimum solution, and really the most efficient over time, its cost would be very great and, given the province's current financial situation, difficult to subscribe.

The Centre therefore decided that, while planning and organising for the larger program should proceed, it would use its funds to go ahead with the less ambitious, but still extremely useful and necessary, centralisation in one place of a physical-card shelf-list union catalogue of all historical holdings in the city of Montreal. This would allow the coordination of library acquisitions in European history within Montreal to begin, and at the same time act as a pilot-program demonstrating the far greater benefits to be gained from a general computerised union catalogue.

The Inter-University Centre's catalogue project has been proceeding well, and not only on the basis of the Centre's own financial and personnel initiatives, but through the active cooperation of a number of librarians, of whom our own Helen Howard and George Snowball have generously given of their specialised knowledge and of their precious time. This integrated historical shelflist is at best a limited and temporary solution, one which services the Centre's special needs: but it has had the immense benefit of getting the ball rolling in an area of crucial importance, and it will, we hope, help pave the way for the larger computerised project which the Centre initially discussed and which Professor Ginter in his article has so clearly outlined.

Frederick Krantz
Asst. Prof., History

Rights and responsibilities and the university ombudsman

Proposed regulations relating to the rights and responsibilities of members of the University, and to the University ombudsman office are printed below. These regulations have been developed out of the draft Sir George Williams University code, which has printed in Issues & Events of October 29, 1970.

Considerable changes have been made to both the format and the contents of the document in line with discussions that have been held in University Council and other bodies, submissions received from individuals and groups and legal advice.

The ombudsman function remains an essential part of the overall proposal, but for financial and other reasons this now calls for setting up an ombudsman office of three members, who would perform their duties on a part-time basis, rather than one full-time official.

Anyone who wishes to comment on this new document is invited to send his views to the Principal. It is hoped that the Board of Governors will consider the proposals at their March meeting prior to implementing them as University regulations.

The material published in Issues & Events on October 29, 1970 also included regulations governing academic re-evaluation, and the treatment of cheating and plagiarism. These matters are still under discussion at University Council, and their implementation will be handled separately.

I GENERAL

1. The system set out herein consists of two related parts: a statement of rights and responsibilities of all who study, teach or work at the university, with associated complaint procedures; a statement governing the setting up and functioning of the University ombudsman office.

2. These regulations apply to Sir George Williams University, not to the Sir George Williams Evening High School, the Sir George Williams School of Business, or the Sir George Williams School of Retailing.

3. The system applies to students, faculty, administrators and all other employees of the University. However, it does not replace or supersede the terms of the University tenure regulations, the existing official grievance procedures, or any collective agreements that may apply to particular individuals or groups within the University.

4. The ombudsman office is an essential part of this system. The manner in which the ombudsmen are to be appointed and their functions are set out in Section IV.

5. It is not only the right but the duty of faculty members and administrators to exercise their authority in areas that fall within their spheres of responsibility. Thus, for example, a faculty member has a responsibility to take whatever immediate action may be necessary to ensure the continuing order of his course just as the person responsible for an

area of administration must take whatever immediate action may be necessary to ensure its proper functioning.

6. Although a faculty member or an administrator may take immediate action in the exercise of his responsibilities, such as referred to in the preceding paragraph, a person against whom such an action is directed may have recourse to the ombudsman office or to the complaint procedures set out below should he believe that the action was unjustified and that his rights were infringed upon.

7. Any disciplinary action taken by a faculty member or by an administrator other than the kind of immediate action referred to in paragraph 5 shall be taken by way of the complaint procedures set out below, subject to the Principal's right to suspend an individual pending the completion of such procedures.

8. All those who study, teach or work at the University are subject to the laws of the land, and have recourse to those laws. The same holds true for the University as a corporate entity. In the event of an act which appears to be an infringement of an individual's legal rights, it must be the decision of that individual whether or not to take legal action, irrespective of whether he has recourse to the procedures set out herein. Similarly, the University, acting through its duly authorised representatives, itself has the right to take at any time any legal action considered appropriate.

9. Wherever there is doubt or ambiguity regarding any provision in these regulations, or the procedure to be followed, that interpretation shall be adopted which appears most equitable, consistent with the general purposes and philosophy of these regulations.

10. It is desirable that recourse be had to the procedures in Section III only when it has been impossible to reach an informal settlement of differences, with or without the assistance of the ombudsmen, or when the issue is clearly one that demands formal action.

II RIGHTS AND RESPONSIBILITIES

1. A university is an institution of higher education dedicated to the pursuit of truth, and to the advancement and dissemination of knowledge. All those who study, teach or work there must be concerned with maintaining the freedoms essential to these purposes, notably the freedoms to teach; to engage in research; to create; to learn; to study; to speak; to associate and to assemble; to write and to publish. Rights and responsibilities emanate from these freedoms; the rights cannot be maintained unless the responsibilities are accepted.

2. A university has the rights of a duly incorporated institution of higher education, and it has responsibilities to those who are part of it. Each individual member also has rights and responsibilities.

3. To pursue its goals, a university requires protection against disruption. Neither repression of minorities nor denial of the rights of the majority can be tolerated. Mutual consideration is vital

if the freedoms set out above are to be preserved.

4. The individual may exercise his rights only to the extent that they do not infringe upon those of his fellows or the University. This requires the acceptance of personal responsibility and in particular refraining from such acts as: destruction of property; invasion of premises; disruption of classes or meetings; prevention of free access to or egress from property belonging to or rented by the University; violence and incitement to violence; assault and the threat of assault; libel and slander, discrimination against any person on the basis of sex, race, colour, creed or ethnic origin.

III COMPLAINT PROCEDURES

1. These procedures are applicable when there has been an alleged infringement of the rights of an individual, or of a group of persons, or of the University itself.

2. Procedures are commenced upon the lodging of a formal complaint. The complaint must be made in writing, and must be signed by the complainant or complainants. The allegations must be stated therein with precision, including specific details as to date, time and place. The complaint must be delivered to the appropriate authority as defined below within a reasonable delay, and in no case more than three months after the incident or decision complained of.

3. The appropriate authority to whom a complaint must be delivered is as follows. This listing is subject to change as changes are made to the administrative structure of the University.

A. The Chairman of the Board of Governors in the event of a complaint against the Principal.

B. The Principal in the event of a complaint against:
Vice-Principal, Academic;
Vice-Principal, Administration and Finance;

Assistant to the Principal;
Dean of Students;
Development Officer;
or anyone working directly for him.

C. The Vice-Principal, Academic in the event of a complaint against:

Dean of Arts;
Dean of Science;
Dean of Commerce and Administration;
Dean of Engineering;
Chairman of the Board of Graduate Studies;

Assistant Vice-Principal, Academic;
Coordinator, Academic Planning;
Secretary, University Council;
or anyone working directly for him.

D. The Vice-Principal, Administration and Finance, in the event of a complaint against:

Assistant Vice-Principal, Administration;
Director of Personnel;
University Librarian;
Director of the Computer Centre;
Director of the Centre for Instructional Technology;

Registrar;
Director of Planning;
Treasurer;
Director of Guidance;

Controller;
or anyone working directly for him.

E. The appropriate Dean in the event of a complaint against a member of faculty, whether full-time or part time, or in the event of a complaint against anyone else employed in the Faculty for which he is responsible.

F. The administrator listed above as reporting to either the Principal or one of the Vice-Principals in the event of a complaint against an individual employed in the department or departments for which he is responsible. In this connection, the following allocation of responsibility should be noted:

Assistant to the Principal – Information Office;
Dean of Students – Physical Education;
Assistant Vice-Principal, Administration – Food Services;
Director of the Computer Centre – Bookstore;
Director of Planning – Physical Plant;
Treasurer – University Purchasing Office and Printing;
Controller – Security.

G. The Dean of the Faculty in which the student is enrolled, in the event of a complaint against a student by a non-student member of the University.

H. The Dean of Students, in the event of a complaint by one student against another.

4. When a complaint has been made by a non-student member of the University against a student, the Dean of the Faculty in which the student is enrolled shall so inform the Dean of Students, and he shall keep him informed of the progress of the case.

5. When a complaint has been made by one student against another, the Dean of Students shall so inform the Dean of the Faculty in which the student is enrolled, and he shall keep him informed of the progress of the case.

6. In the event of a complaint against a graduate student, the Dean of Students shall so inform the Chairman of the Board of Graduate Studies, and he shall keep him informed of the progress of the case.

7. If one of the person named as an appropriate authority wishes to lay a complaint against an individual who comes within his own sphere of authority he must address himself to his own immediate superior.

8. The appropriate authority shall acknowledge receipt of the complaint as expeditiously as possible. He shall send copies both of the complaint and of his acknowledgement to the person complained against. If the complaint has been made against a student, a copy of the acknowledgment shall also be sent to the Dean of Students.

9. The complaint shall be enquired into in whatever manner the appropriate authority considers most suitable. The appropriate authority may conduct the enquiry himself or he may assign the enquiry to another individual or to a com-

Rights and responsibilities continued

mittee named by him. If the appropriate authority or the individual or the committee concludes that the allegations are founded in whole or in part, the appropriate authority shall take whatever action he deems suitable in so far as he is empowered to do so, or recommend such action to those who have the power to implement it. If the appropriate authority has assigned the enquiry to an individual or to a committee, he may also assign to that individual or committee the function of taking or recommending appropriate action in cases where it is concluded that the allegations are well founded in whole or in part. Since a student can be suspended or expelled from the University only by action of the Principal, any such recommendation must be forwarded to the Principal.

10. Both the complainant and the person complained against must be given the opportunity to make any relevant representations, in person or in writing as they see fit.

11. The decisions referred to in paragraph 9 must be written, signed and dated, and must be reasoned. The appropriate authority shall deliver such decisions to the complainant, the person complained against, the administrator to whom the appropriate authority, himself, reports and to the Dean of Students if a student is involved. The Chairman of the Board of Governors shall deliver his decisions to the Board as a whole.

12. Both the complainant and the person complained against have a right of appeal to the Board of Governors. Either party wishing to avail himself of the appeal procedure must deliver a written and signed notice of appeal to the Secretary of the Board of Governors within fourteen days of the rendering of the decision appealed against.

This delay may be extended in exceptional cases by the Board of Governors upon application in writing by the person who wishes to appeal, but it shall not be extended unless that person could not reasonably have acted within the fourteen days. The appeal may be taken against either the decision on the merits or against the action taken or recommended, or against both. The notice must state in clear and precise terms the grounds on which the appeal is based.

13. The Secretary of the Board of Governors shall send without delay copies of the notice of appeal to the appropriate authority responsible for the decision which is being appealed, to the opposite party, and to the Dean of Students if a student is involved. The appeal shall be placed on the agenda of the next meeting of the Board.

14. Should the appeal be lodged by the complainant, or should it be lodged by the person complained against in a case where action other than a sanction of suspension, expulsion or dismissal has been imposed or recommended, the Board of Governors shall decide whether to deal with it directly or to set up a review board, composed of persons from either within or without the University or from both, as the Board of Governors judges fit. The decisions of the

Board of Governors in the former case, or of the review board in the latter case shall be final.

15. Should the person complained against wish to lodge an appeal in a case where a sanction of suspension, expulsion or dismissal has been imposed or recommended, he may choose either that the appeal be dealt with according to the procedure set out in the above paragraph or he may require the Board of Governors to appoint a committee of three persons from outside the University, one of whom must be a lawyer not otherwise in the employ of the University, to hear the appeal. Its decision shall be final.

16. Where the choice referred to above is not made, the Board of Governors shall decide whether to deal with the appeal according to the procedure set out in paragraph 14 or that set out in paragraph 15.

17. The Secretary of the Board of Governors shall communicate the decision in writing to the persons referred to in paragraph 11.

18. Wherever reference is made above to an official of the University, and that official is unable to exercise his functions, the person who is replacing him will carry out those functions.

19. Apart from the requirements to inform set out above, any proceedings or decisions in accordance with the provisions of Section III shall be treated as confidential unless all the parties involved expressly agree that they be made public.

IV THE OMBUDSMAN OFFICE

1. The ombudsman office shall be composed of three persons already in the employ of the University. They shall be appointed by the Principal acting on the advice of a search committee named by him. The search committee shall be representative of all who study, teach and work at the University.

2. Anyone who studies, teaches or works at the University shall have the right to apply to the ombudsman office on any matter of concern to him. The members of the office shall decide between them which of them will handle any particular application, or whether they will handle it jointly.

3. The ombudsmen shall be free to enquire into any matter thus brought to their attention, and to make whatever recommendations they judge appropriate.

4. It is expected that the ombudsmen will be able to resolve many problems and conflicts before they reach a stage where formal procedures are necessary. Once formal procedures have commenced their role shall be limited to conciliation.

5. The appointment of the ombudsmen shall be for two years, and they will be released on a part-time basis from their regular functions.

6. On the conclusion of an enquiry, the ombudsman office shall provide the individual who applied for its services with a written report on its disposition of the matter.

7. The ombudsmen shall have the right to refuse to take up any case if for any reason they judge intervention inappropriate.

8. Recommendations of the ombudsmen may bear either on the actions or decisions of an individual or group or on the policies or practices which gave rise to such actions or decisions.

9. The ombudsmen shall have immediate access to all University records, reports or other documents other than those which cannot be released for reasons of confidentiality. If the ombudsmen wish to challenge the decision of an officer of the University with regard to confidentiality they shall have the right of appeal to the Board of Governors. The ombudsmen shall maintain the confidentiality of all confidential materials to which they have access.

10. The ombudsmen shall issue a report annually to the University in such a way as to indicate the nature and extent of their operations, while protecting the anonymity and confidence of any individuals who have applied to them or with whom the ombudsmen have been in contact regarding particular cases.

11. At the conclusion of the two-year period the validity of the operation shall be assessed by University Council and the Board of Governors after consultation with the University as a whole. The decision shall then be made whether to continue with the ombudsman office as constituted, to replace it with a single ombudsman, or to abandon the function.

12. In the event that the decision is made to continue with the function, the existing ombudsmen shall be eligible for re-appointment by the Principal on the advice of a search committee, constituted as set out in paragraph 1.

17/2/71

ISSUES & EVENTS

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Joel McCormick, editor
Michael Sheldon
Malcolm Stone

CONSERVATORY OF CINEMATOGRAPHIC ART: "Les Grandes Manoeuvres" (René Clair, 1955), with Michèle Morgan, Gérard Philipe, Brigitte Bardot, Jean Désailly and Magali Noël at 7 p.m.; "Porte des Lilas" (René Clair, 1957), with Pierre Brasseur, George Brassens, Henri Vidal and Dany Carrel at 9 p.m. in H-110. English subtitles. 50c for students, 75c non-students.

GALLERY II: Prints by Irene Whittome, through March 6.

HILLEL: Discussion with U.S. war resisters at 4 p.m., 2130 Bishop.

BIOLOGY CLUB: McGill's Dr. Fraser on "Human Genetics" at 1 p.m. in H-909.

YOUNG SOCIALISTS: Meeting 2:30 - 4 p.m. in H-820.

CARIBBEAN STUDENTS' ASSOCIATION: Meeting at 2:30 p.m. in H-1070.

GEORGIAN CHRISTIANS: Meeting 12 - 1 p.m. in H-615.

PSYCHOLOGY CLUB: Showing of "The Acid Generation" at 2:30 p.m. in H-110.

GEORGIAN PLAYERS: "The Sport of My Mad Mother" at 8:30 p.m. in the Douglass Burns Clarke Theatre; \$1.50 for students, \$2 non-students.

PHILOSOPHY COUNCIL: Meeting at 10:30 a.m. in H-769.
ENGINEERING FACULTY COUNCIL: Meeting at 2:30 p.m. in H-769.
POETRY: American poet and playwright Kenneth Koch will read his poetry at 9 p.m. in H-651, *free*.
SOCIOLOGY & ANTHROPOLOGY: Ned Polsky, State U of NY-Stonybrook, on "Analyzing Deviant Subcultures: The Relation of Theory to Practice" at 8:30 p.m. in H-920.
ACTIVE STUDENTS EMPLOYMENT TEAM (A.S.E.T.): "The Fixer" with Alan Bates and Dirk Bogarde at 7 and 9 p.m. in H-110; 99c
GEORGIAN PLAYERS: "The Sport of My Mad Mother" at 8:30 p.m. in the Douglass Burns Clarke Theatre: \$1.50 for students, \$2 non-students.
FACULTY CLUB: Valentine party with TGIF 6 - 7 p.m.; \$2 dinner at 7 p.m.; frolics from 8 p.m. on.

E.S.A.: "True Grit" with John Wayne at 7 and 8:30 p.m. in H-110; 99c
 TRINIDAD & TOBAGO ASSOCIATION OF MONTREAL: Carnival '71 dance, with Exponians steel band and prizes for best disguises, in the cafeteria 9 p.m.; tickets are \$3.50 in advance (through Food Services), \$4.00 at the door.
 GEORGIAN PLAYERS: "The Sport of My Mad Mother" at 2:30 and 8:30 p.m. in the Douglass Burns Clarke Theatre; \$1.50 for students, \$2 non-students.

A.S.E.T.: West Side Story (1961), with Nathalie Wood, George Chakiris and Rita Moreno at 6 and 8:30 p.m. in H-110; 99c.

ART EDUCATION: Art and its Social Responsibilities conference continues at the Saidye Bronfman Centre - 10:30 a.m.: special guest Harold Rosenberg; 12 noon: panel with Guido Molinari, Arthur Bardo and Peter London; 12:15 - 1:45: art education panel with Jason Cohen, Jennifer Dickson, Leon Frankston, John Miller and Harold Pearse in studio 1, related arts panel with Ray Affleck, Dan Daniels, Gordon Kaufman, Ellen Lecker and Zoe Notkin, related arts (in French) with Francine Berd, Marcelle Ferron, Serge Losique and F. St-Martin in room 7; 3 - 4:30 p.m.: related arts with Pat Darby, Richard Halliday, Vittorio Ferruci and Theo Waddington in studio 1, related arts (in French) with Claude Jasmin, Claude Couchesne, Yves Lasnier, Claude Pélouquin, Norman Thériault and Claude Vidal in studio 2, François Gagnon on "History of Art in Quebec" in room 7.

SEMINAR DAY - NO DAY OR EVENING CLASSES
WEISSMAN GALLERY: Fritz Brandtner retrospective, through March 3.
GALLERY I: Selections from SGWU permanent collection, through March 13.

SEMINAR DAY - NO DAY OR EVENING CLASSES
CIVILIZATION: The highly acclaimed colour series by Sir Kenneth Clark is being presented twice each Tuesday; today "Protest and Communication" (the Reformation) 1 - 2 p.m. and 8:30 - 9:30 p.m. in H-435; *free*.
ENGINEERING: Seminar on the social aspects of engineering in H-635; 9:30 - 11:35 a.m. "The Employment Crisis for Engineers and Scientists" with Du Pont economist A.D. Amery, Du Pont principal research engineer L. Streight, Science Council of Canada's F. Kelly, and Canadian Aviation Electric's director of engineering D. Tait; 1 - 2 p.m. "Socialistic or Capitalistic Organization of Industry & Resources" with SGWU geography prof R.W.G. Bryant, and Canadian Institute of Chartered Accountants' first vice-president F. Capon; 3 - 5 p.m. "Implications of Metrication in Canadian Industry" with NRC's Eric Green.
MUSIC: Seminar in contemporary sound (with machines for experimental fun and games) led by Kevin Austin and Sandy Tilley at 10 a.m. in H-511 and 513, 2 - 5 p.m. in Gallery I.

SEMINAR DAY - NO DAY OR EVENING CLASSES
GEORGIAN MARKETING SOCIETY: 2nd annual Montreal Marketing Congress with guest speaker Dr. David S. Leighton; tickets available on third floor of the Norris Building.
UNIVERSITY COUNCIL ON STUDENT LIFE: Meeting at 3:15 p.m. in H-769.
S.G.W.U. EDUCATION PUBLIC LECTURE SERIES: Dr. Marcel Goldschmid, McGill's Centre for

MUSIC: Recital-discussion featuring cellist Susan Salm at 8:30 p.m. in Gallery I.

CHANCELLOR SEARCH: Nominations for the position of Chancellor should be sent to the Principal, who will be chairman of the search committee.

LOST & FOUND: A fresh batch of items lost in the cafeteria since late January is now available through the Norris Building security desk. Lots of gloves, scarfs, tuques, sweaters.

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